‘Sport has the power to change the world. It has the power to **inspire**. It has the power to unite people in a way that little else does’

Nelson Mandela, 2000

**PE and the ethos and values of Green Lane**

Our vision of education for life in all its fullness focuses on the whole child development. Physical Education (PE) and school sport plays a vital role in teaching children our core Christian values. We are committed to adopting a holistic approach within our delivery of PE, using play and sport as a vehicle for: physical, cognitive, social and emotional development.

**Caught**

Through the delivery of high-quality, progressive and holistic PE lessons we provide pupils with the opportunity to experience new challenges they may not have otherwise met and we support them in understanding sporting values such as the importance of ‘tolerance,’ ‘honesty’ and ‘respect.’ This provides our pupils with lifelong skills to transfer into everyday life impacting positively on behaviour, attendance and friendships in school and supports in building well rounded caring and respectful individuals. Here at Green Lane, we believe that PE provides children with the opportunity to excel in many different ways, whether that be achieving physical excellence, demonstrating tactical nuance and strategic thinking, showcasing teamwork skills or being a resilient learner who strives to improve their own performance. We believe building a positive mindset is a vital skill to gain through sport and we encourage our pupils to do so by focusing teaching on meeting personal challenges and personal goals - this helps us build a community of pupils with strong self-belief and self-motivation supporting our whole school belief of ‘educating for life in all its fullness.’

Here at Green Lane, competitive sport is viewed as part of the ethos of our school and the opportunities we provide our pupils. We aim to instil a competitive edge within our children, yet learning to engage in competition with fairness, humility and respect. Opportunities for children to compete are presented in varying formats. Examples include: My PB challenges (children competing with oneself in varying physical activities); intra school competitions (sporting activities and year vs year competitions within school) inter school competitions (competing with and against other schools within the local area). When competing, our children do not only see success as winning, but the enjoyment gained, and challenges overcome knowing they have tried their best in each game played. We are proud to offer a broad range of opportunities for all children to compete, helping our children discover new hobbies, passions and interests which will fundamentally allow them to be more active, confident and resilient learners. Examples of competitions that we offer include football, tag rugby, cricket, golf, ultimate frisbee, athletics and gymnastics.

**Taught**

Here at Green lane school our children participate in 2 hours of high-quality weekly PE sessions. Alongside this is a range of extra-curricular opportunities delivered by a combination of staff, external specialist coaches and KS2 playground leaders. In order to realise an inclusive and holistic approach towards PE and school sport, we aim for the children to be involved in decision making when facilitating different games and activities. Weekly meetings, surveys and leadership development opportunities for our ‘Playground Pals’ allows our children to be the architects of their physical development and sporting journeys. This inclusive approach endeavours to encourage not only physical development but also social and wellbeing factors that will ensure our children leave Green Lane as well-rounded individuals.

**Sought**

# Physical Education and our extensive range of extracurricular sporting activities contribute significantly to our Church of England vision ’educating for life in all its fullness.’ The skills that our children acquire from physical education are vital in teaching them how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. Here at Green Lane, we ensure all children are given the opportunity to excel in a wide range of sports to ingrain the importance of being physically active and to allow our children to flourish and grow a lifelong love for physical activity.

**Our impact**

At Green Lane School, we believe the implementation of high quality, regular PE lessons which are progressive in allowing children to develop their fundamental skills across a broad range of sports, are the basis for lifelong success. Children leave Green Lane knowing how to lead a healthy lifestyle and understand the importance of regular exercise. Our inclusive approach ensures children enjoy PE and develop a love of sport and activity, that they pursue in future life outside of primary school. All of our KS2 children participate in yearly swimming blocks to ensure all Year 6 pupils leave school with the skills to self-rescue in the water and swim 25 metres competently.

**Early Years Outcomes**

Children at the expected development will:

* Negotiate space and obstacles safely, with consideration for themselves and others.
* Demonstrate strength, balance and coordination when playing.
* Move energetically, such as running, jumping, dancing, hopping, skipping and climbing

**KS1 National Curriculum Aims**

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities;

• participate in team games, developing simple tactics for attacking and defending.

**KS2 National Curriculum Aims**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

• use running, jumping, throwing and catching in isolation and in combination;

• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending;

• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics];

• compare their performances with previous ones and demonstrate improvement to achieve their personal best.

# Competition and Extra-Curricular Activity

Through the Education Enterprise (Wear & Tees Valley School Sport Partnership) Green Lane will be participating in a wide range of competitions. Moreover, Education Enterprise will be coming into Green Lane to deliver extra-curricular activities and some additional coaching sessions to allow children to develop their skills and enjoy the holistic benefits of partaking in physical activity. At Green Lane, we endeavour to provide and promote varied opportunities, thus establishing positive early habits, and increasing the likelihood that our children will continue to pursue further engagement with physical activity beyond primary education. A broad range of leagues and competitions allows children to invest their time and effort within a sporting discipline. Children’s physical competency, strategic thinking, communication and resilience will all be tested as they compete against others and themselves. At Green Lane, the seven core Christian values underpin everything we do and engagement within competition will challenge our children to apply this in how they conduct themselves, to be inspired to achieve sporting success but doing so with fairness, humility and respect.

**PESSPA Timetable (2024-2025)**

|  |  |  |  |
| --- | --- | --- | --- |
| Festivals | Competitions | Leagues | Clubs |
| Autumn Term Provision | | | |
| Superhero multi-skills  Kurling  Gymnastics | Cross Country  Netball | Football | * Cross country * Netball * Lego * Gymnastics * Crochet * Multi skills |
| Spring Term Provision | | | |
| Dance  Tennis | Athletics  Badminton  Girls Football  Tri-Golf |  | * Green Lane ‘Go Getters’ |
| Summer Term Provision | | | |
| FUNdamentals  Rounders  Ultimate Frisbee  OAA | Athletics  Football | Cricket  Netball | * Golf * Cricket |

# The Green Lane Curriculum

At Green Lane School we have invested in ‘Complete PE’ an interactive physical education resource (partners of the Youth Sport Trust) designed to support the implementation of a high-quality PE curriculum. High quality planning units covers learning across all contexts of the physical education curriculum and learners are challenged in a structured and progressive way to develop their physical, cognitive, social and emotional skills within different sporting disciplines. Interactive videos and differentiated learning cards are embedded within learning units to ensure that all learners have the opportunity to succeed and see high quality PE in action. Moreover, children’s progress is tracked and formatively assessed against physical, cognitive, social and well-being indicators. We believe that physical competence within an activity or sport is only one aspect/element of sporting achievement. We also recognise and celebrate those who show tactical understanding, communication skills, teamwork and perseverance. Below are some examples of Complete PE features that support the enablement of a positive and high-quality PE experience.

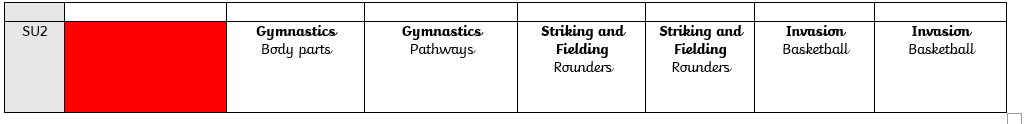
**1.2024-2025 Curriculum Map**

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**2.Knowledge Organisers**

Each learning unit (in the example below, Year 3 Athletics) comes with a knowledge organiser. Knowledge organisers contain: PCSW success criteria, key vocabulary, inspirational athlete links and learning journeys. The PCSW success criteria underpins the assessment undertaken by class teachers for that specific unit of work. Class teachers share and discuss key vocabulary throughout the unit and model what this looks like and how it is applied within PE lessons. Images and videos of inspirational athletes may be shared within the classroom as an example of excellence and something for the children to aspire to when applying their knowledge and testing their skills within PE lessons. Depictions of learning journeys visually displays the character development, cognitive understanding and motor competencies the children will need to work on in order to progress and take their learning forward.

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**3.Differentiation ( Learning Cards)**

Each learning unit (in example below, Year 3 Athletics) contains a series of learning cards. Visual images and instructions support the structural layout of different activities. Whilst key questions and prompts support careful planning and assessment. Each learning card contains suggestions on how activities can be differentiated to scaffold and challenge learning for children of mixed abilities. Class teachers aim to apply the STEP principle (Space, Task, Equipment, People) when making adaptations to support or challenge pupils. Strategically modifying one or more of the STEP elements will allow all learners to apply their learning and skills at their stage of development.

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